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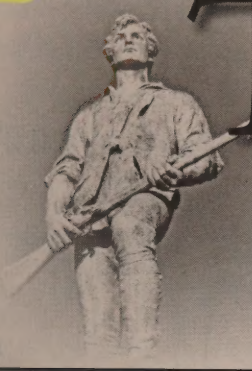


The Musket

LEXINGTON HIGH SCHOOL'S STUDENT-RUN NEWSPAPER SINCE 1969

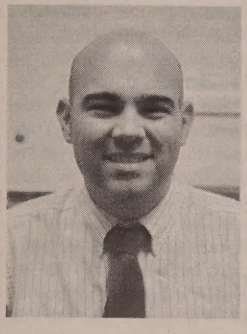
Volunteering at Lexplorations
Lexington High School students delve into exciting summer volunteering opportunities with Lexplorations. **[Turn to page 4]**

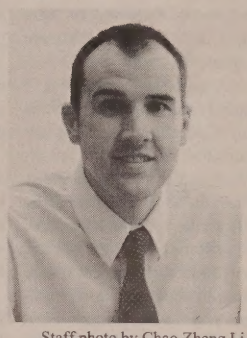
Pursuing a Passion: Frisbee
Tannor Johnson, a senior, plays an integral role on the Hucking Fooligans, and pursues his love for the sport by joining multiple teams.
[Turn to page 8]

Volume LVI Issue II — October 2014

LHS welcomes four new administrators to leadership team

Michelle Chong
News Editor





Staff photo by Chao Zheng Li

From left to right, Manjula Karamcheti, John Murray, Jane Day, Jaffrie Perrotti join the administrative team.

Lexington High School added four new administrators to its team for the 2014-15 school year, all of whom have recently held positions at nearby high schools.

Many of the new administrators are from other schools in the region. New associate principal John Murray and new Math Building dean Jaffrie Perrotti have grown up and worked in the Boston area. Manjula Karamcheti, new assistant director of guidance, served as the assistant director of guidance, testing and academic support of Malden Public Schools. However, Jane Day, the new English Department Head, has been as far as Istanbul, Turkey, where she served as the English department head of several international schools.

All four administrators said they aim to put students first.

In order to achieve this goal, it's important to "always want to approach things from a lens of you don't know anything" Karamcheti said. "I spend a lot of time listening and doing individual meetings with counselors, department heads, and groups of parents and students."

Schools are very different even when they are statistically similar, Karamcheti added. However, activities from Malden can still be applied to Lexington. An example would be the pro-campaign, a program in which students who exemplified resiliency and were able to overcome obstacles outside of their academic life were rewarded with celebratory luncheons and certificates.

Perrotti, who previously served as Assistant Principal at Central Catholic High School in Lawrence, said the most important part of his job was the oversight of the health, well-being and safety of the student body.

What makes "creating meaningful relationships with students challenging is the school size" Perrotti said. "It's been really exciting so far to set up some meetings with students, but I'd love to attend some of their extracurricular events."

The most crucial element in being a successful assistant is to lead by example, he said.

He and science building dean Nicole Caniff have introduced "gracious living", a list of 10 common etiquette rules to the freshmen to create a better sense of community. Examples include opening doors and greeting others in the hallways.

"Many of those things [on the list] are very simple but we forget to do them some-

[NEW FACULTY, page 7]

Changes to LHS: rooms and telephone system

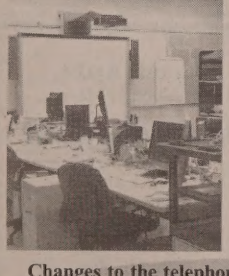
Mark Cui
Print Layout Editor

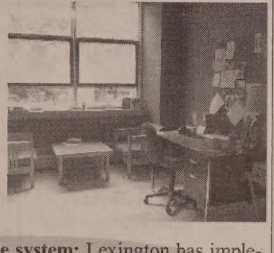
THREE ROOM CHANGES:

Staff photos by Susie Kim

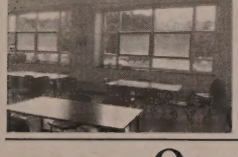
Room 164, which used to be a classroom, is now the Computer Tech Area.

The Alpha Program, the learning place for healing teens, has been moved from Room 158 to Room 170.





The Learning Center Area, which used to be located in Room 150, now has three distinct locations, each staffed by different teachers. Room 144 is led by Krista Cardellichio, Room 146 by Mary Segars and Room 148 by Veronica Solomon and Kelly Anderson. The growing Peer Tutoring Program has been a valuable resource for students in the Learning Center, according to Solomon.



Changes to the telephone system: Lexington has implemented a new phone system, effective since August. The original phone number to the high school will remain the same, but the menu options have changed.

Student, 16, dies after illness

Mayukha Karnam
Mark Rosenberg
Editors-in-Chief

Jessica Josie Watson, a student at Lexington High School, a soccer player, artist and friend to many, died on Sept. 11, 2014. She was 16.

Watson died after being ill for several years.

Although she was unable to play soccer in high school, she was involved with the town soccer program throughout middle school.

"At soccer and at school Jesi gave it her all constantly, working tirelessly to improve," wrote Sarah Stigberg, one of Watson's teammates and a junior at Lexington High School, in an email interview.

According to her friends, Watson was also interested in art, from drawing and sketching to making bracelets.

"In particular her signature cartoon was always a toast 'man.' I still have a cow she made out of cardboard that I found amazing, and wonderful, but that she didn't think was all that great. Jesi may not have seen how great she truly was, but she never ceased to amaze those around her with all her many talents," wrote Rebecca Pion, a junior at LHS, in an email.

Additionally, Watson had a strong connection to animals — she had a dog, a cat and several stuffed animals. She also rode horses and had aspirations of becoming a veterinarian.

Watson's friends remem-

[WATSON, page 7]

Editorial

Abundance of extracurriculars at LHS causes many clubs to lose significance

From K-pop to Science Bowl and everything in between, Lexington High School has a large variety when it comes to extracurricular activities. With over 90 clubs to choose from at the activities fair, it is common for students to sign up for a multitude of clubs, knowing full well that they will be unable to attend the majority of them, or that they do not have legitimate interest in them.

Despite the lengthy list of email addresses that clubs initially gather, it is not uncommon for clubs to see attendance fall drastically by the second or third meeting after the activities fair. All too often, clubs fizzle out in the middle of the year due to an unexpectedly low number of active members, leaving a room – and an advisor – to be snapped up quickly by the next new club to take its place.

While the death of a club is certainly disappointing for those with genuine interest, it is not unexpected. Many students who sign up for clubs only show up for the first few meetings and then stop attending. Unable to find detailed information about a club online via FirstClass, students who are curious about a club only have the option of attending the first few meetings to try it out, often dropping the club when they lose interest or find a club they are more interested in during the same time slot.

Often times, students who ditch a club after the first few meetings only sign up in the first place in order to put it on their college applications, regardless of whether they are active members.

Similarly, clubs are often created for this very same purpose. The sheer number of after-school groups that exist at LHS is a testament to the emphasis that students place on extracurriculars. Students, believing that colleges value leadership and initiative, create an array of clubs every year, scrambling to find a faculty advisor who has time to supervise yet another club on top of their other obligations.

Ironically, extracurriculars, supposedly stress-releasing and creative outlets for students, have turned into a competition, exacerbating the competitive nature of the LHS student community and adding an unnecessary level of stress. More importantly, this disincentivizes students from committing substantially to a few clubs, hindering clubs' ability to create strong communities and reducing their potential to actualize change.

Creating an excessive number of clubs might not necessarily be a problem, though. Regardless of their true intentions, students who start and participate in clubs are still contributing

[EDITORIAL, page 3]

Unsigned editorials reflect the opinion of the majority of the editorial board.

Yik Yak platform filled with flaws

■ Andrea Michelson
Opinion Editor

The newest social media trend has officially made its way to Lexington High School: Yik Yak is rapidly sweeping the student population. What at first seemed to be an innocent fad is proving to be a dangerous medium for cyberbullying.

The app has been compared to Twitter, with a news feed filled with gossip and common gripes limited to 200 characters per post.

But the similarities stop there. Yik Yak allows the user to remain anonymous, and the news feed is composed of all posts, or "yaks," within a 1.5 mile radius. This feature boosts the app's appeal, but anonymity also allows Yakkers to toe the line between gossip and outright bullying.

The app has been banned from LHS and many other schools across the country, which is indicated by a pop-up message stating that Yik Yak has been disabled at the current location. This may be for good reason.

"Yik Yak can be harmful and hurtful because it is anonymous, and people will say anything because nobody knows who's posting what," sophomore Emma Crowley said.

Giving guaranteed anonymity to the online rumor mill sounds like a precautionary after-school special waiting to happen. All the cyberbullying seminars and online safety lectures that LHS students have sat through in

[YIK YAK, page 7]

Comic by Noha Yehia

Many LHS students experience issues with requesting courses

■ Valerie Hsieh
Online Opinion Editor

One of the greatest frustrations that students face at the beginning of the school year is the struggle of finalizing their schedules. Whether a student is trying to join a class that he or she was promised at the end of the previous year, dropping out of an unnecessary elective or just trying to transfer into a course that better fits his or her interests. The 10-day add/drop period at the beginning of the school year is filled with a flurry of students hassling their counselors to get their schedules changed.

There are multiple explanations for the frustrations that arise from course requests.

[COURSE, page 4]

Students and teachers must face schedule without X-Block

■ Richard Huang
Staff Writer

High school is an overwhelming time for students who must face everything from tests and quizzes to clubs and extracurriculars. Even as the Lexington High School community aims to create a stress-free environment, the Massachusetts state administration continues to enact new policies that seem counterintuitive to LHS's mission to reduce the stress put on students.

The new schedule, implemented this year, removed X-Block and extended each period on Wednesdays in order to come closer to meeting the 990 state-required learning hours. Overall, the new schedule has created a poor environment for teachers and students alike.

Instead of 45- and 50-minute blocks, there are now three 55-minute blocks and three 60-minute blocks on Wednesdays. The result is a lack of concentration and enthusiasm from the students, who now have to endure longer blocks.

[SCHEDULE, page 7]

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AP U.S. History exam redesigned by College Board

Annie Ma
Staff Writer

The College Board has redesigned the AP United States History test for the 2014-15 school year to focus on broader and more universal concepts, rather than specific events in history.

The new AP test has four different sections: 55 multiple choice questions – 25 fewer than the old test in the same amount of time – four short answer questions, one document based question and one long essay question.

Larry David, an AP U.S. History teacher at Lexington High School, said that this new exam will move the focus "away from memorization of a very large body of facts and enable deeper investigation into topics in American history."

Although the curriculum will be mostly the same, students will no longer have to know every era in depth. They are only required to know a few key events that embody the period.

"In the Jacksonian era of social reforms, students would not have to absolutely know about school reform, asylum and prison reform, temperance movements, early women's suffrage, and utopian societies, but just need a little deeper knowledge of one of them," David said.

Another change in the redesigned test is the formatting of the DBQ essay.

"[In past years], students did not have to use every document, and only needed to prove a focused thesis using pieces of evidence from the documents as well as outside sources," David said.

However, he said the new test emphasizes the sources students choose to use in the DBQ. Students no longer have to choose a side to support, and can instead compare both points of view.

The College Board has also added a short answer portion of the exam which does not require students to develop and support a thesis but tests their comprehension of historical events.

Robert Collins, Social Studies Department Coordinator, said that the AP test will also "ask students to respond to short open ended questions that require higher-order thinking in addition to content knowledge."

Though some aspects of the AP U.S. History test have been altered, Cathy Guo, a senior who took the class last year, said "I don't think [the College Board] really changed a whole lot. The AP test usually focuses on broader concepts and if anything the test is easier now."

Nevertheless, the redesign does not have any significant impact on the curriculum of LHS U.S. History classes because teachers have "never taught to the test," Collins said. "I would expect that teachers already incorporate primary source documents and higher order thinking into their class."

Town installs solar panels at LHS and other buildings

Mandy Quan
Staff Writer

Over the summer, Lexington selectmen chose to install solar panels on the roofs of Lexington High School and other town buildings in compliance with the Massachusetts Solar Renewable Energy Credit II program.

The regulatory contract, enacted on April 25, 2014, mandates that local electric distribution companies contribute to the state goal of achieving 1,600 megawatts of solar power by increasing their own solar energy capabilities. The project had been under approval since early 2013, but was only implemented this year.

Besides providing clean energy for the community, the solar panels will also be a source of revenue in two ways. The town has agreed to sell excess energy to NSTAR at a rate of 18 cents for every kilowatt hour of energy. The state will also pay the town for every kwh of solar energy it produces, according to the Lexington Solar Task Force Board of Selectmen. LHS solar panels are predicted to provide 916,243 kwh of solar energy, 26 percent of the solar energy the town produces.

Alix J. Berube, wiring inspector for the Town of Lexington, said 1,482 solar modules were installed on the roofs of the school, yielding 459.42 kilowatt peak (the output power of solar panels when under full solar radiation). These new panels are more efficient than older models because they are connected to multiple inverters that convert the energy into alternate currents. In addition, because multiple micro inverters are used as opposed to one main inverter, the potential for whole-system failures from single-point failures is significantly lower and installation is safer and more convenient.

Aside from the overall economic benefit of the project, solar panels also reduces Lexington's carbon footprint.

"Carbon dioxide [will be] reduced by 114 million pounds, or 404 cars off the road," members of the Solar Task Force said.

Students have also noticed the addition to the school roofs. When asked about the panels, Richard Kuang, a junior, said "I'm proud to be part of a school that is more environmentally friendly."

Others, like junior William Gao, support the project but are skeptical of its impact.

"Solar panels are an iconic symbol of [a] green initiative," Gao said. "It's a great thing, but I'm hesitant to say too much until it goes large scale. Still, a few solar panels are better than nothing."

The town is planning more installations at Cary Memorial Library and at the elementary and middle schools.

EDITORIAL - PAGE 2

positively to the community. Prices of cookies at bake sales do not increase and therefore contribute more to charitable efforts if bakers are more sincere about their cause, suggesting that when it comes to charitable extracurriculars, the ends may justify the means.

Although peers might frown upon the lack of commitment that these students put into their extracurricular activities, students who are members in one (or more) of the many charity clubs that exist at LHS benefit not only themselves, but various local and international organizations as well.

Still, the best way for students to avoid unhealthy competition is to join clubs in which they find value, rather than merely seeking out those groups which will look most impressive on their college

Staff photo by Anar Kansara

Debate coach Sheryl Kaczmarek discusses tactics to avoid losing speaker points in a debate tournament with students.

Sheryl Kazcmarek, new director of debate, brings diverse experiences

Serena Hajjar
News Editor

This year, Lexington High School's debate team welcomed Sheryl Kaczmarek from Newburgh Free Academy in New York. Kaczmarek replaced Sara Sanchez as Lexington High School's director of debate.

Kaczmarek has spent the past 32 years in various debate programs. Prior to coming to LHS, she coached in Wisconsin, Chicago and New York.

She debated for five years in high school and college, graduating with degrees in speech communication, psychology and political science and a master's in journalism.

Kaczmarek stumbled upon debate coaching after attending her brother's high school graduation and hearing of an open debate coach position. She quickly became infatuated with the work and abandoned her previous dreams of reporting for The Boston Globe, The New York Times and The Washington Post.

"No one who teaches debate can ever get bored, because even most of the rules change over time, and all of the practices do. Add to all of that the fact that debaters are interesting and creative, love intellectual challenges, and just plain fun to work with," she said.

For Kaczmarek, working with the kids is her favorite part of the job. She enjoys everything from watching beginners understand new concepts to judging practice debates and seeing students accomplish new things.

"At LHS, there are many such moments – the student who comes back after school to follow up on a comment I made during a class debate, the sophomores who are genuinely excited to get the chance to ask questions and get answers with none of the older kids around and the beginners who are already making their own decisions about which arguments they want to defend when they go into competition," she said.

In fact, Kaczmarek said she has been thoroughly impressed by debaters at LHS. She noted the unique environment in which older students help younger students achieve common goals. Kaczmarek also said that the parents booster group, Backers of Lexington Debate (BOLD), "is undoubtedly one of the best-organized debate parent groups in the country."

Now, the team is in the process of connecting the novices to varsity mentors to integrate the former into the LHS debate family. Kaczmarek also hopes to add more debates to the team's schedule: "more debates better" is what she calls her "most important phrase."

This is an especially significant change for a school like LHS, where more students sign up for tournaments than there are spots available. In fact, Kaczmarek easily identifies this as the least favorite part of her job.

"I will have to say no to some students nearly every week all season. While I will do the best I can all season to share around the 'no's,' we don't live in a world where 'no's' can be avoided. It is still hard every time I have to use that word," she said.

To this end, Kaczmarek has added several regional and out-of-region tournaments to provide more opportunities for both inexperienced and veteran debaters to "grow and excel in their chosen activity."

She is also working to strengthen bonds with the Boston Debate League in order to create more local debate opportunities for younger debaters.

Because of her emphasis on participation in debates, Kaczmarek said she considers her

[DEBATE, page 7]

Photo courtesy of Chris Lee

Lexington High School band teacher Justin Aramati, senior Akshay Delity, sophomore Aidan Dwyer and senior Brian Nam perform for students at a Lexplorations camp.

Lexplorations offers valuable volunteering opportunities for students during summer

■ Mayukha Karnam
Editor-in-chief

Since 1978, for five weeks every summer, elementary through high school students have been able to choose among the wide range of classes that Lexplorations offers, from art to science to music.

Classes are held at Harrington, Diamond and Lexington High School, and generally have two student volunteers and a teacher from the Lexington Public School system.

Although Lexplorations includes programs for high school students, like Foundational Chemistry and Chamber Orchestra, the majority of students opt to volunteer and earn community service hours. Last summer around 150 student volunteers logged over 7,500 hours of service.

Besides the allure of community service hours, students also chose to volunteer at Lexplorations because of connections to teachers and to the programs themselves.

"A lot of the volunteers came up through the program; they spent their summers with Lexplorations and they had a good time and so now to be able to help create that good time for little kids," said Craig Hall, director of Lexington Community Education. "It's nice to be able to give back."

Because of its eclectic mix of programs, Lexplorations attracts volunteers of various backgrounds.

"I noticed there was a really wide range of characters, types of people who were doing it. There were definitely very outgoing people, who lead the group out to recess and are singing with them, very extroverted and then there's definitely the shier people who connect one on one with kids who are also shy," said Jazi Charbit who volunteered in the Bookmaking class.

In general, students' extracurricular interests match well with the programs they volunteer for.

For example, junior Monica Chang, who volunteered in the Broadway Bound class, helping students prepare for the final performance at the end of the session, is involved with concert choir and a capella at LHS.

However, some volunteers were as new to the material as the students in the class.

"Going into it, I didn't know how good I was going to be at book-making so I was like if I don't know how to do this, how am I going to help other kids, but it was definitely fun," Charbit said. "[The teacher was] very understanding if we couldn't do one thing or didn't want to for some reason, she was like 'okay, that's fine,"

One of the major reasons that students choose to volunteer at Lexplorations is the unstructured and free approach to being a teaching assistant.

"I think what really makes it such an interesting and unique experience is that you're teaching kids in a way you're not normally ... especially Dungeons and Dragons because you're sort of just running and making up these games for them from scratch," said May Tomic, a senior who volunteered at the Dungeons and Dragons and GeoArt classes.

Most students, like freshman Sujay Utkarsh, who said in an email interview that he "had a blast, sharing a lot of fun moments in the week" in the Broadway Band class, return to volunteer multiple years.

Lexplorations has had a long-lasting impact on several students beyond the weeks that they spent volunteering.

"I got ... pretty attached to the girls [I worked with]," said Chang.

For Charbit, the experience at Lexplorations gave her the confidence to start Cradles to Crayons, a service club at LHS.

In all, Lexplorations is "serious, but it also has a sense of summer ... It's the way school should be," said Hall.

MassArt summer program inspires LHS art students

■ Cathy Ouyang
A&E Editor

In July, seniors Yukimi Ohashi and Kitty Fei decided to spend their last summers of high school pursuing their artistic interests at a two-week camp, MassArt Summer Intensives, at the Massachusetts College of Art and Design, in Boston. The camp offers a variety of art classes, allowing students to pick the kinds of art they want to explore.

Ohashi said, "I wanted to work on my art portfolio for college admissions, so I thought going to an actual art school would be a fun opportunity ... Everyone attending is dedicated to art and creativity and is open-minded in general."

At the camp, there are a variety of classes for students to choose among, from screen printing to black and white photography. Ohashi dedicated her two weeks to illustration, whereas Fei opted for the graphic design class.

"The best part was being in a classroom with other people who are passionate about art, exchanging ideas, and becoming inspired," Fei said.

Ohashi enjoyed the schedule of each week at the camp, as well as the daily assignments.

"For the first week, we would ... get introduced to a new technique ... [then] go through a simple lecture ... [commenting] on examples by professionals that the teacher brought in," she said. "Then, we would do a project to work on that skill. After, we would hang all our pieces on the board and walk around for peer critiques. On the second week, we got a final project to do a five-panel storyboard."

Ohashi said she has attended a variety of art camps "but MassArt was different ... The main thing about MassArt is it's very similar to being an art student [in college]. You get homework, you go from 9 a.m. to 5 p.m. and between that and the commute to Boston, you are dedicated to this camp all day."

The camp did not only help the students with their art skills, but also taught them to be more confident in their artwork.

"I learned to just be myself. Designing is all about your creativity and approaching something from your own perspective," Fei said.

Even though the camp lasted only two weeks, it left a lasting impression on Ohashi.

"I don't think two weeks is enough to drastically change your art skills, but MassArt did push me into pursuing art further after high school," she said.

COURSE - PAGE 2

Phoebe Stapleton, a junior, has had several schedule change struggles over the past two years, including not being put in a class that she was promised as a freshman and not being allowed to transfer out of a class this year.

Although Stapleton said that not many people have had to deal with the challenges involved in the process of changing their schedules, she believes that there is still something inherently wrong with the initial process of scheduling classes.

"I think it's just a really computerized system, and it's hard to say, 'Oh, Phoebe really wanted to do child psychology for [reasons] x, y, and z, whereas someone else just got in because they happened to have the block open for child psychology, or had another class slotted in,'" Stapleton said.

Rather than having a computerized system for filling out student schedules, a process of one-on-one student-counselor meetings would be a preferable process. The lack of communication between student, dean and counselor is often one of the biggest sources of frustration throughout schedule changes.

"There has to be a more organized, like 'sit down and let me explain why' kind of [aspect] to [switching out of a class]. It shouldn't just be 'I need this [credit]' and fill out a form," Stapleton said. "It just doesn't seem like there's a lot of personality in the system."

Emily Ko, a freshman, had similar struggles in getting desired changes made to her schedule at the beginning of this year. Ko sought to add another physical education class to her schedule in order to fulfill requirements that might potentially be tedious to fit in during her junior or senior year, but was instead told that it was difficult to alter her schedule, due to the numerous electives that she is already taking.

Ko said that although she understands her guidance counselor's ultimate decision to not alter her schedule, she agrees with Stapleton's qualms about student-counselor communication. Before the beginning of the school year, Ko had filled out a schedule change form in addition to emailing her counselor, but had yet to receive a reply until the day after the add-drop period, when she sought out her guidance counselor in person.

It is understandable that guidance counselors suffer heavy workloads at the course request time of year. However, a system that allows for clearer and swifter communication between students and guidance counselors could alleviate much of the stress that burdens both students and staff alike in the first few weeks of school.

LHS students attend music programs in New England during summer

■ Dan Kim
A&E Editor

Several students from Lexington High School spent their summers at musical programs across New England.

These students studied a range of music genres, from classical to jazz to electronic music.

Two of these camps, the Boston University Tanglewood Institute and the Meadowmount School of Music, are programs created to cultivate classical musicians. Both stress the importance of not only solo study but also music in larger ensemble settings.

Joe Blumberg, a senior and trumpet player, attended BUTI for six weeks.

Blumberg said, "We'd wake up ... Then [we'd have] three-hour orchestra rehearsals with a 15-minute break in the middle. Then we'd have lessons or chamber music rehearsals in the afternoon."

Yuki Beppu, a senior and violinist who attended the seven-week program at Meadowmount, had a similar experience in terms of the rigor of music demanded.

"After breakfast, you'd practice for four hours straight, with 10-minute breaks in between," she said. "They take away your phone during your practice hours. They're pretty strict."

Another program attended by several students, including LHS senior and percussionist Max Britton, was the Five-Week Summer Performance Program for jazz musicians at the Berklee College of Music. There, Britton and others explored jazz, electronic music and other music genres in the form of theory classes, masterclasses, and rehearsals.

However, the camp offered other forms of musical immersion besides classes and lessons.

"There were jam sessions with other students," Britton said. "And each group you were in had a set performance time at the end of the five weeks."

At Meadowmount, Beppu also had the opportunity to perform alongside other students.

"Every Monday, Wednesday, Friday, and Sunday, there [would be] student recitals," Beppu said about Meadowmount. "Watching other people perform in concerts was really inspiring... One of the best ways to improve your playing is by watching others."

Blumberg also described the many opportunities at BUTI, including seeing the Boston Symphony Orchestra live.

"There was a big performance of Mahler's Second Symphony," he said. "After the concert, I [got to] meet the guest conductor, which was a very cool experience."

Courtesy of Julie Sharp
Senior violinist Yuki Beppu performs the Prokofiev Concerto No. 1 in D major.

Not only did the programs affect the students' musical lives, but they also helped shape their futures.

"Though I still want to major in computer science, [Berklee] provided me with an experience with music in a college setting," Britton said. "I'm able to understand that whole process better now ... It made me rethink what activities I'd like to do in college."

Blumberg also expressed how BUTI helped him grow as a musician.

"[BUTI] was personally enriching," he said. "I met a lot of my best friends and cool musicians who gave me a lot to think about as I move forward."

Nine LHS students volunteer at Lexplorations jazz camp

■ Mark Rosenberg
Editor-in-chief

Twenty-six Lexington students entering grades six through nine attended All That Jazz, a Lexplorations program held at Lexington High School that provided an introduction to jazz improvisation this summer.

The program was run by two Lexington music teachers, Justin Aramati, director of LHS's Concert Band and Big Band, and middle school band director Toby Forman.

Aramati and Forman were assisted by nine LHS student volunteers who, according to Aramati, were instrumental to the camp's operation. The nine student volunteers were seniors Akshay Delity and Brian Nam, juniors George Estey, Sean Kim and Sam Schultz, sophomores Aidan Dwyer, Chris Ross and Stephen Mock and Chris Lee, an LHS alumnus.

The camp ran for two week-long sessions, from June 30 to July 3 and July 7 to July 11. Students were split into two groups: those with little to no jazz experience and those with some exposure.

Aramati directed the beginning room, while Forman directed the intermediate room. LHS volunteers assisted in both rooms.

Each day, the camp began with an ensemble rehearsal from 9 a.m. to 10:30 a.m., followed by a 40-minute listening session and a 30-minute "masterclass" where the students would divide up by instrument. After lunch, the students would return for a game and another ensemble rehearsal to close out the day.

"We would start off the day by rehearsing ... songs at medium to slow tempos with catchy, simple heads, such as Strasbourg St. Denis and Bag's Groove," Nam said. "We would also mix in some theory lessons for the kids to improve their soloing ... Towards the end of each day, there would be Big Band rehearsals."

The LHS student volunteers helped teach the younger players throughout the day, providing comments during the ensemble sessions and pulling aside students who were struggling aside. They also picked songs for listening sessions and led discussions on them. During the masterclasses, they ran sessions for students who played their own instruments.

The volunteers "did an amazing job," Aramati said. "They had the maturity and the clarity of articulation to lead a half-an-hour masterclass on their own."

Aramati also said the volunteers have demonstrated a high level of interest in recent years.

"For two years in a row now, I haven't had to ask for

[JAZZ, page 7]

'The Giver,' featuring star-studded cast, captivates viewers

■ Kristin Tissera
Beat Writer

Confusing, deep and disturbing. These three words come to mind when thinking of this summer's blockbuster, "The Giver." Based on the 1993 novel by Lois Lowry, the story follows a young man named Jonas living in the year 2048, where everything is black and white and seemingly perfect — that is, until he learns that things were not always this way, and that maybe this utopia they are living in is not as perfect as it seems.

Since he was a young boy, Jonas has seen things differently. A fleck of red on an apple or a streak of green in a tree, would appear to him, while the rest of society was content with seeing things in black and white. In this community, lying is not allowed, curfews are strictly enforced, and a few young women are chosen every year to be the mothers of society; consequently, children are not products of the parents they live with.

After completing high school — once the children turned 18 — they are placed in jobs that they hold for the rest of their lives. Life takes place in three categories: children, adults and elders. Elders are the most respected in the community, and the Chief Elder is the most esteemed of them all. One by one, the new adults are called up by the Chief Elder and given their positions in the community. Yet Jonas is skipped. The Chief Elder returns to him at the end and proclaims him the Receiver of Memory. As such, Jonas learns about all the events of the past — about wars, love and feelings — in order to understand why things are the way they are now. Because all other members of society have been stripped of their memories, the Receiver of Memory is the only one who can reference past events and use them to give advice or serve as a resource for the community.

The day following the ceremony, Jonas receives his set of rules: you may not tell anyone about what you learn, do not take any medication, and you may lie. After years of taking a daily dose of medication, and discussing his life with his family unit everyday, Jonas is forced to take on a new role. He begins his official training with the old Receiver of Memory. Each day, he is given a new memory of the past: the first day a wedding, the second day a war, and so on. As he forms a closer relationship with the Receiver of Memory, Jonas asks him, "If I am the Receiver, what does that make you?" The old man replies, "The Giver."

After several months of training,

[MOVIE REVIEW, page 7]

Courtesy of Cinemablend.com

STUDENT SUMMER EXPERIENCES

CLAIRE JACKAN: Journey in Ghana

Courtesy of Cameron Marie

"This past summer I had the opportunity to visit Ghana for three weeks along with 32 other high school students from around the world. For about four hours a day we worked in local schools, built bricks for new classrooms and taught our students with nothing more than a blackboard and our own creative lesson-planning. Most importantly for me, I learned how to stand up in front of a group of people and offer them my knowledge while growing to appreciate a very different culture."

SARA MAEL: Political Campaign Internship

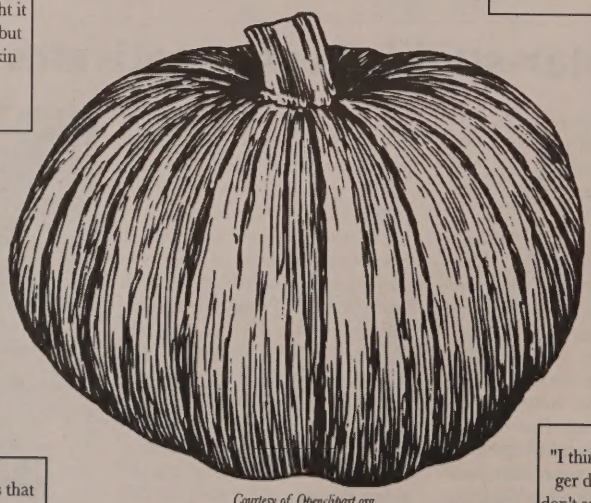
"Working as an intern on the Martha Coakley campaign for governor taught me about the inner workings of a major political campaign. The constant communication with voters through calls, canvassing and one-on-one meetings has given me the confidence to talk to anyone and support my opinions, no matter how staunch the opposition. The grassroots system has also reminded me of the merits of hard work and my impact as an individual. Watching Martha gracefully handle the pressure of being the first female attorney general and bravely challenging conventions to be the first female governor inspires me to face my problems head on and strive to improve the community around me."

Student Perspectives on the Pumpkin Spice Phenomenon

"Is that a thing? Tis the season?"
David Ikezu, senior

"It's just annoying advertisements!"
Jack Schulz, junior

"I bought an ice coffee with pumpkin flavoring. I thought it would taste like pumpkin, but it tasted awful, like pumpkin scented candles."
Yvonne Lok, junior



Courtesy of Openclipart.org

"Pumpkin spice is my favorite thing in the entire world. I eat pumpkin spice for breakfast, lunch, and dinner."
Harmon Lau, senior

"It's not actually pumpkin; it's just chemicals."
Ryan Blau, senior

"I honestly don't think it's that big of a deal. It's kind of gross."
Caroline Trombley, junior

"I think people make it a bigger deal than it actually is. I don't see people with that many pumpkin spice things. But it's still fun to joke about it."
Harvey Wang, senior

"It's not real pumpkin!"
Andrew Wang, junior

Student Reactions to Modulars

"I enjoy it. The classrooms are nicer, the water fountains are cool. It's just a nice little addition to this school."
David Kombo, senior

"I like the air conditioning."
Matthew Tan, freshman

"It's a burden. I can no longer walk directly into the freshman wing."
Ethan Zou, junior

"They have a new crisp feeling to them. They still smell of paint. I like the big windows, which let in a lot of sunlight."
Armand Ghayspoor, freshman

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NEW FACULTY - PAGE 1

times" Perrotti said.

Day said she is excited to bring her many different experiences, from teaching abroad in Turkey to being the principal of Stoughton High School and later Mashpee High School, to her new position as English Department Head.

"This is obviously a big shift to go from principal to department chair but I'm really glad to be able to work closely with teachers on the curriculum," she said. "As a principal your role is more managerial than instructional."

As a department head, it is also important to have a vision that reflects the perspectives of the whole department, Day added. "The department has done four years of solid curriculum development" she said, "so we will let this curriculum work itself through and fine tune it later."

Murray's priorities for the first months of the school year are also to familiarize himself with LHS culture and its operations, he said.

To do that and to "find out how my skills translate to [what's important here]" said Murray, "I'm trying to be visible at clubs, activities, and sporting events".

Ultimately, "I'd like to see how we can bring people together and have a big LHS spirit versus the debate spirit or sport spirit," Murray said.

Murray said a way to strengthen LHS community values would be to implement Dedham High School's pride ticket system, where students who demonstrate positive behavior are entered into a weekly raffle for gift certificates. At Dedham, winning was exciting, but it also helped in celebrating good behavior, Murray said.

YIK YAK - PAGE 2

health class would suggest that this is a potentially harmful idea.

At first glance, Yik Yak seems to be all in good fun. Many users will point out that the news feed is typically filled with complaints about homework and occasionally a couple crude but harmless jokes.

"Yik Yak for me has always seemed like nothing more than a fun trend," senior Arjun Khandelwal said. "I think the posts are funny and not meant to hurt anyone."

While several LHS students will claim that this new trend is innocuous, the concept of 100 percent anonymity is dangerous in terms of allowing a free-for-all without online integrity. LHS students have been taught to maintain clean online profiles for the sake of our futures, but in this case, there is no digital trail to worry about leaving behind.

This leaves some users with no reason to filter what they put online. Some students may keep tidy profiles nevertheless, but it is hard to believe that the entire LHS population feel to need to keep their virtual tongues in check.

The main catch in the principle of Yik Yak is that if someone is not willing to put their name out in cyberspace with a post, chances are it has the potential to hurt someone. And with no way of policing the online he-said she-said, a few harsh words can escalate quickly.

"I deleted the app after it made me upset on several occasions," said junior Emily Zitkovsky. "People replied to a few of my posts with rude comments, so I decided to delete the unnecessary negativity from my life."

So in the end, it comes down to maintaining our LHS policy of good digital citizenship. If Yik Yak users keep their posts clean and honorable, then there's no need to write off this trend as a malicious one. But when anonymity allows bullies to hide behind their iPhones and rumors to spread like wildfire, it may be time to consider kissing the spinning Yak icon goodbye.

MOVIE REVIEW- PAGE 5

Jonas begins to learn the truth about this apparently utopian society: it is truly not perfect at all. With the help of the Receiver of Memory, Jonas sets out to bring life back to the way it used to be — and if you care to know the end, "The Giver" is still in theaters.

With a cast featuring the likes of Meryl Streep, Katie Holmes, and Jeff Bridges, this 97-minute film is a thought-provoking tribute to Lois Lowry's novel. Although it does not stay entirely true to the plot-changing details — such as Jonas's age and the rules, among others — it is still the same captivating story. If you are looking for a movie that will make you cherish life, feelings, and even color, while still providing prime entertainment, look no further than "The Giver."

SCHEDULE - PAGE 2

"Having 60-minute blocks with classes that are not engaging can get boring," Andrew Wang, junior, said.

An argument can be made for the new schedules because of the increase in learning time. The amount of material taught, however, does not seem to change significantly. With the longer periods, students lose interest long before the bell rings, or there is often left-over time near the end of the block.

Teachers also have trouble preparing for classes. For example, D block has both a 45-minute block and a 60-minute block, which creates problems when preparing teaching materials.

According to Erin Barrett, a history teacher, adding five to ten minutes to a block does not greatly impact her teaching. Before the schedule changes, she had to fit a similar lesson plan into 45-, 50-, and 55-minute blocks.

Now, with the 60-minute blocks, it's "just more juggling," Barrett said.

Of course, along with the elongated blocks, we have lost the cherished X-Block.

For Anthony Wong, a current sophomore, X-Block was the perfect opportunity to not only meet with teachers, but also "to have a time to relax in the middle of the week," he said.

In the stressful environment of LHS, being able to relax before school is a luxury that will be missed dearly.

In the short term, there does not seem to be a definite solution to the problem, since revamping the schedule in the middle of the year would be next to impossible. However, there are a couple ways that students can cope with this year's schedule.

Teachers who recognize students' loss of interest throughout a 60-minute block can provide a brief respite during class to remedy this issue. Students can stretch and re-focus, and teachers will have less of a time discrepancy to deal with in terms of lesson plans.

To fill the gap that X-block left behind, students can utilize Z-block to meet with teachers or to take a midday break. Following the recent schedule changes, sports practices have been changed to start no earlier than 3 p.m. to leave time for students to attend club meetings or get any extra help that they need.

For those who just need to have a moment of peace during the day, Z-block provides a half hour to de-stress between school and whatever comes next.

The new schedule seems counterproductive to the school's goal of providing a safe, supportive and balanced learning environment. Our student body undergoes excessive stress as is, so it is unreasonable to add to this burden by increasing the duration of classes and removing X-Block with no suitable replacement. The least the administration can do for now is include student and faculty input in discussions aimed towards finding new solutions.

DEBATE - PAGE 3

greatest accomplishment in debate to be keeping the program in Newburgh, New York afloat for 21 years despite consistent budget cuts. This provided hundreds of students with the opportunity to explore debate.

"I have spent my entire coaching life trying to make it possible for students to go through debate, whatever the odds," she said. "I am very excited to be at LHS, where I will have the resources and structures to bring the power of debate to even more students."

Such qualities influenced Chris Palmer, assistant coach, of the debate team to recruit Kaczmarek.

"Sometimes experienced coaches and teachers become stuck in their ways and debate passes them by, but Kaz reinvents herself constantly," Palmer said. "A few years ago, to learn Lincoln-Douglas Debate, she attended a summer camp as a student in her own right. So she's both wise and flexible, and also a lot of fun to be around. The students so far seem to be reacting to her the same way I always have; she's been a sheer delight."

LHS debaters are already looking forward to learning and improving their skills with help from Kaczmarek, whom they call "Kaz."

"I think most people would be hard-pressed to name another teacher willing to give up functionally every weekday afternoon and every weekend to spend even more time with high-schoolers," said Lalita Devadas, a junior and varsity debater.

"Kaz consistently proves her devotion to both Lexington Debate's most competitive teams and our novices," Devadas added. "I am overjoyed that she has joined our team."

LONGO - PAGE 8

a former player," Martin said.

Longo was assistant coach of the boys' varsity team from the 2011 season to 2012. His typical practice consists of possession drills and small-side drills.

"I met Sami back when I was in middle school ... so I've been friends with him for about 10 years," Longo said.

Longo is interim head coach for one year.

JAZZ - PAGE 5

a single volunteer," he said. "Every volunteer I've needed has approached me and said, 'I'm interested in doing the camp.'"

According to Dwyer, volunteering at the camp helped the LHS students learn how to pass on their skills.

"[Teaching at the camp] is a very good experience if anyone plans on teaching music either in high school or a career," he said.

For Aramati, the most exciting part of All That Jazz was seeing the progress that beginners could make in one week of intensive immersion. He said that the beginners went from not knowing what jazz is to taking two-chorus solos in the concert held for parents at the end of the week.

Aramati emphasized the camp's importance in feeding the high school jazz program.

"I don't think anyone would be doing jazz at the high school if not for these programs," he said.

WATSON - PAGE 1

ber her spirit and personality.

"Jesi was very caring, generous, and fun. She loved to have fun with friends and wear fun hats ... Jesi was always a team player and very confident taking risks. She always had a smile on her face and was ready to work," Stigberg wrote.

Pion expressed similar thoughts.

"Anyone who met Jesi should be considered lucky, and anyone who didn't ... missed out on seeing beauty, exceptionalism, and inspiration all in one amazing teenager," she wrote.

Watson is survived by her father Ian David Watson, mother Elizabeth Mackie Watson (Steele), sister Kari Elizabeth Watson and brother Christopher Mackie Watson; grandparents Warwick Steele and Jane Steele (Wiseman); and uncle Ian Geoffrey Watson.

According to the Douglass Funeral Home's obituary, donations in memory of Watson may be made to the Massachusetts Chapter of The Leukemia And Lymphoma Society.

Staff photo by Claudia Sun

Girls Varsity volleyball coach Terry Rowe starts practice with warm-up drills.

Rowe leading girls' varsity volleyball

■ **Justin Kim**
Sports Editor

Coach Terry Rowe, from Arlington, is the new head coach for the LHS girls' varsity volleyball team after former coach Anna George left to teach in Newton.

So far this season, he has led the team to an impressive record.

Rowe has tried to emphasize key goals for the team.

"I think that as a program if we improve everyday, if we have solid academic standing in the classroom, and if we play together as a team and grow together as a group, it'll be a successful season," Rowe said.

He also has emphasized game-like situations in practice and avoided drills that are compartmentalized into specific parts like passing or setting.

"He really goes off of how we have been doing in the moment…But we also focus on our fitness as well as a few key aspects of the game every practice," junior Nikita Selivan said.

Rowe has not only helped the girls as players – he has also helped them as people.

"He's shown me that even if you can't do something or you don't have to do something, you should at least try," Selivan said. He has included Selivan into certain drills and activities even though she is still recovering from an ACL injury.

The players have also eased Rowe's transition into the LHS community.

"I'm a newbie here, so to come in and take charge of a program that has 42 kids and more than 80 parents is intimidating…They've been very welcoming and they've made me feel like a part of this program," he said.

Rowe has never played competitive volleyball before, but his favorite part about the sport is the community. Everywhere he goes, the energy is positive and there is so much mutual respect between opponents and coaches, according to Rowe.

"When I saw the job position opening I was really excited about the opportunity to come over here. I know the girls' volleyball program has a strong tradition here and has a good relationship with the boys' coach Jane Bergin," Rowe said. He embraced the opportunity to grow the girls' program the same way the boys' program has been growing.

Longo appointed interim soccer coach

■ **Soumya Ram**
News Editor

Bryan Longo was appointed head boys' varsity soccer coach at Lexington High School for the 2014 season. He replaces Sami Eladhari, who died on June 18.

Eladhari worked at Lexington for seven years, coaching boys' freshman and junior varsity soccer for five years before becoming head coach of the varsity division. He died suddenly because of a brain hemorrhage, said Naomi Martin, athletics director at Lexington High School.

"His players absolutely loved him because he knew the game of soccer. He commanded respect, passion, and love for the game, and combine that with a fantastic personality and a love for life and you have Sami Eladhari," Martin said.

Eladhari's dedication to soccer despite his physical limitations motivated his players to do their best for him.

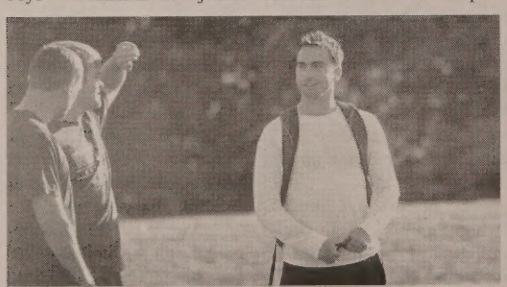
Eladhari was also a Spanish teacher at Arlington High School, the school from which he graduated.

"Coach Sami was a very inspirational coach to me, based on the fact that people that knew him looked straight past his disability," said junior Max Shen Molesky, a member of the boys' varsity soccer team.

Longo is an LHS alumnus. He played for Eladhari at the junior varsity level, and then played varsity soccer for three years.

"He provides a connection to Lexington soccer and Coach Eladhari, having been

[LONGO, page 8]



Staff photo by Claudia Sun

Coach Bryan Longo, at right, watches the boys' varsity soccer team scrimmage during practice.

Johnson goes to regionals with club ultimate team

■ **Elizabeth Case**
Staff Writer

Aside from being the varsity captain of the Hucking Fooligans, LHS senior Tannor Johnson also plays for Garuda, a semi-pro ultimate frisbee club team.

The summer before his freshman year, Johnson was encouraged to attend the National Ultimate Training Camp by his uncles, who were "very good in their prime" Johnson said. "They told me to go but they played at an extremely high level. I thought that I'd probably be crushed, come high school."

Now a senior, Johnson plays for Garuda, "a semi-pro club team which competes against the best in the world" Johnson said.

This past summer he tried out for the team based on a suggestion and encouragement from his instructor Micah Flynn at NUTC, which Johnson has been attending for the past four years.

In addition to coaching at the NUTC, Flynn is the ultimate frisbee coach at Boston College as well as the coach for Garuda.

The team meets to practice every other weekend for three hours on both Saturday and Sunday. The average age of Garuda players is 24, making Johnson the youngest.

The Garuda team recently played in sectionals and placed second, qualifying for regionals.

In addition to Garuda, Johnson is playing on the U-19 Boston Ultimate Disc Association Open regional team for his second year and the Hucking Fooligans varsity team for his fourth.

Last year Johnson played for the BUDA mixed team (co-ed), which won nationals. This year, playing on the BUDA open team (all males), they placed third in the Blaine Minnesota tournament.

"His skill level is really high and our team [depends] on him a lot, not only in games but for advice during practice as well" said teammate Solomon Wang, a junior.

"He's tall, which allows him to catch and throw very well," said Hucking Fooligans coach Larry David. "More importantly, though, he's got excellent speed and great instinct."

Conveniently, BUDA and Garuda practice on different weekends, and the Hucking Fooligans have practices every day during the school week allowing Johnson to be present at all team events.

Although Johnson now devotes hours and hours to ultimate, he previously played hockey for nearly 12 years. He stopped playing hockey only when he discovered ultimate.

He initially planned on playing for the high school volleyball team. In fact, he said that "if I couldn't play ultimate, I'd probably be playing volleyball right now."

Staff photo by Alice Tan

Tannor Johnson, a senior and captain of the Lexington High School ultimate frisbee team, plays for the Boston club team, Garuda.